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General and complete disarmament

Disarmament and non-proliferation education

Report of the Secretary-General

Addendum**

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* A/69/150.
** The information in the present addendum was received after the issuance of the main report.

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II. Implementation of recommendations by Member States

Argentina

[Original: Spanish]
[30 June 2014]

Disarmament education in Argentina is addressed by the National Arms Registry of the Ministry of Justice and Human Rights, and by the Ministry of Defence and the Ministry of National Education.

The National Arms Registry, which is part of the Ministry of Justice and Human Rights, is implementing the national programme for the voluntary surrender of firearms. In the context of that policy, the Registry has conducted a series of mini-campaigns to raise awareness of the risks associated with firearm use and awareness of the use of peaceful mechanisms for conflict resolution, such as community mediation.

These policies are geared to counteract certain cultural patterns associated with violence. It is understood that the time to focus most intensely on concepts related to peace, solidarity and creativity is at a very young age, when the individual is beginning to build an identity in relation to others. Through symbolic play, educational talks or recreational activities, we build these links with children and adolescents so that they can pose and respond to questions on these problems and possible solutions.

Three mini-campaigns are currently being implemented:

No weapons, not even toys! In this activity, children are invited to bring their war toys and, following the same approach as in our disarmament plan, the children themselves smash their toys. But before the war toys are smashed or discarded, there is a talk to explain the slogan "No weapons, not even toys!" and the children are encouraged to answer questions such as: What are the consequences of using firearms? Can those consequences be avoided? How can they be avoided? One of the questions for reflection is: If adults are the ones using weapons, why is the activity designed for children? Destroying the toys raises questions about violence as a source of entertainment and sends a message to adults. The children who participate receive in exchange a toy that promotes inclusiveness, creativity and collective play.

Paint your own t-shirt. Along with their families, boys and girls, including teenagers as well as younger children, are invited to paint their own t-shirts, using stencil techniques and spray paint. White t-shirts are provided by the disarmament outreach workers. The stencil designs are on the theme of disarmament and rejection of the use of firearms.

Dispelling myths and building arguments. The programme is called "Dispelling myths" because it involves deconstructing certain widespread beliefs relating to firearms. These beliefs are associated with prevailing social views that support misconceptions and may pose a risk to public safety.

The Ministry of Defence ensures that the topic of disarmament education is included in the curricula of the armed forces training schools as part of the discipline of international law, human rights and international humanitarian law.

The National Defence College provides training for other military personnel and courses for civilian personnel in the form of lectures, courses and seminars on the topic of Argentina's participation in various international disarmament and non-proliferation regimes.

The Ministry of Education's Department for Equity and Education Standards is implementing measures designed to promote disarmament education in schools as part of "democratic inclusiveness" activities.

First, there is the forthcoming handbook on disarmament proposals, dispelling myths and building arguments, the result of collaborative work between the democratic inclusiveness programmes in schools and the National Arms Registry. This material is designed for the educational community and aims to encourage people, especially those in educational institutions, to reflect upon the use of weapons in society and to stop regarding it as normal, and to promote peaceful conflict resolution and the development of non-violent social relationships in schools.

Also worthy of note are steps taken as part of school programmes aimed at building a system for the comprehensive protection of children's and adolescents' rights; promoting conflict mediation practices and participation; strengthening the role of adults and the authority of teachers; and promoting democratic coexistence in educational institutions.

Second, another highlight is the publication of the federal guide to educational interventions in complex school-related situations, which is designed according to Ministry of Education guidelines for promoting non-violent social connections and non-violent conflict resolution in schools. The guide is intended as a resource for schools to use when dealing with conflicts and includes a section devoted to problematic situations involving the use of weapons. This material can be found at http://portal.educacion.gov.ar.

IV. Implementation of the recommendations by civil society and non-governmental organizations

World Institute for Nuclear Security

Being demonstrably competent or professionally certified to do your job is the norm in nearly all professions. In the nuclear industry, it is highly likely that many of the accountants, engineers and safety professionals belong to chartered institutes that certify their members' competence on an ongoing basis. But the same is not at all common among security professionals and others with senior managerial or regulatory responsibilities relating to security. A number of States have recognized this gap and have begun to support the need for certified professional development. To help the international community meet this need for demonstrably competent personnel, the Institute has launched the Academy: a programme of certified professional development designed in partnership with the world's largest professional education provider. The Academy programme is centred on a core Foundation Module that sets out security as a strategic, operational activity to be implemented across the organization and as a fundamental aspect of risk management and corporate reputation. Implementing such a programme requires the

collaboration of a number of key organizational roles, and the Institute is developing Modules for eight Stakeholders. All of the Modules will be available online before the end of 2014, and certification is available at over 5,000 accredited test centres in over 175 countries. More information on the Academy is available at www.wins.org/academy.